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ABSTRACT

This workshop presentation on international curriculums in the field of parks, recreation, leisure, cultural services, and travel/tourism comments that the literature is replete with articles addressing what the field is about, but not about curriculum issues, models, and structure. It reports an international survey of 12 college educators concerning their curriculum's mission statements, domains covered, course titles, and other highlights. The survey found no universally accepted curriculum structure or format. The paper describes the WICE program, which is an innovative international university program offering 20-month certificate courses and short-term thematic courses in The Netherlands. Highlights of information from the "International Directory of Academic Institutions in Leisure, Recreation and Related Fields" are then presented, including general information; statistical data; and organizational charts of educational systems in such countries as Cameroon, China, Israel, Japan, Austria, Denmark, and France. (JDD)

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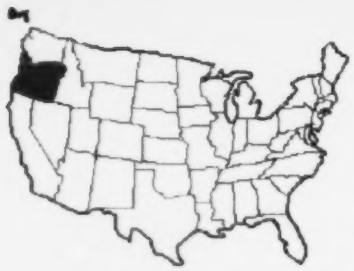

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AALR Workshop on Teaching Effectiveness

March 24th, 1993
8:00 a.m. to noon
Washington, D.C. - Convention Center

9:45 - 10:15 a.m. International Curriculums

by Dr. Larry L. Neal
Department of Recreation & Tourism Management
University of Oregon

Introduction:

The entire morning focuses on teaching effectiveness. Let's set the stage. I am typing this months in advance of the actual workshop. I envision from 75 - 120 people in the audience.

Who might they be? The answer is simple -- the brightest, most enthusiastic teachers in our profession. They have made considerable sacrifices to come to the AAHPERD/AALR conference in "The District". What sacrifices you ask? Time, money, energy, and most of all -- a cognitive commitment to improve and to gain the latest.

Who are the speakers of this workshop? They to are dedicated teachers who I would characterize by the following amid many other qualities that are too numerous to mention:

- All have a deep and abiding commitment to this dynamic profession which I like to include as Parks, Recreation, Leisure, Cultural Services and Travel/Tourism.
- Each person has established her/himself as a creative and innovative teacher. What is meant by these descriptors? All are active in sharing knowledge in many and varied forms. All have been reinforced by their students, superiors and peers. All are characterized by the TQM terminology "...we are continuing the process of constant improvement..." and have been invited to share this insight, experience and enthusiasm.
- In the spirit of both inductive and deductive thinking -- these presenters:
  -- look at the Big Picture and gain understanding and leverage from the broad perspective that comes from going from general to specific .... and
  -- look at small and specific tasks, techniques and terminology and use these small sub-parts as building blocks to a stronger, brighter profession.

So we have a dedicated audience and a committed and capable panel with a dynamite theme in a setting characterized as the nation's city -- where ideas, money, and power emanate both for the country and in many cases the world.

International Curriculums
The world is what I've been assigned to look at. International Curriculums is the title. Rather uninspiring in print -- let's see if we can make it come alive.

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For purposes of this presentation I elected to do three things:

1) Search the Literature;
2) Seek input from select leisure educators in Europe, N. America and Asia/PR;
3) Tap the single greatest resource of the WLRA and give thanks to fellow board member Max D'Amours for the International Directory of Academic Institutions in Leisure, Recreation and Related Fields.

The Literature

Did you know that the literature is generally replete with articles about what we are about, i.e., parks, recreation, leisure, cultural arts, travel and tourism -- but not about curriculum issues, models, and/or structure. The closest link in the literature is to our (now) well established NRPA/AALR Council on Accreditation. It may be well for all of us to look at the new text coming out this summer from NRPA by Doug Sessoms entitled Eight Decades of Leadership Development in which he looks at curriculum from an evolving and historical perspective. It is well to understand our roots, not only as a basis of appreciation for what we have -- but an fuller understanding of where we are and the options as to where we can go.

Input from colleagues world-wide

On the screen you'll see a form letter which was sent out in December to forty colleagues in Europe, North America and several locations in the Pacific Rim/Asia. Twelve colleagues were kind enough to return a letter answering the following questions and considerable support material -- which I have if you wish to review it during the break following.

In the questionnaire I said the following:

Please focus on Trends, unique majors, classes, teaching techniques.

I. Look at the general MISSION STATEMENT of your curriculum. Is there anything unique, new or of utmost importance within this broad overview?

II. Look at your CURRICULUM FORMAT. Anything unique, new or deemed critical for educating contemporary professionals?

III. Look at your COURSES. Anything new, unique of of utmost importance to highlight?

IV. Any other OBSERVATIONS i.e., certification, accreditation, research thrusts, etc. ?

Responses were received from: Australia (Univ. So. Australia); British Columbia, Manitoba, Nova Scotia, and Ontario, Canada; Taiwan (2 universities); the Netherlands; England; Korea; Venezuela, S.A. and lastly from our own NRPA/AALR Council on Accreditation.

Findings:

General Impressions

First, there was great concern for who is attracted to their particular programs and who they should screen and admit some while excluding others. There seems to be MUCH

GREATER EMPHASIS on this internationally then the general (while not universal) approach to allowing almost all students who meet general and minimal criterion. [note: more on this in the first illustrated item below under entrance/admission system]

Second, there were four (4) of the twelve (12) who referred me back to the International Directory. I'll emphasize this following these findings. But for now, know that if you're at all interested in curricula internationally -- there is this one definitive resource and I'll have order forms for you if you wish to order it from WLRA.

I. While there is much talk about MISSION and VISION within the USA and even within the NRPA/AALR Council on Accreditation -- none of the respondents addressed this question. This raises a question which would be most interesting for a doctoral dissertation:

> "To what degree do leisure curricula internationally have mission/vision statements; and if so, what are areas of general agreement?"

The old adage 'You can't row to a shore without knowledge of it's presence..' -- is complimented by my observation that there is not a world-wide vision or mission statement of parks/recreation/leisure which is/has been discussed and agreed upon. While leisure as a phenomenon is generally accepted internationally and over all of history -- the study of the prospects, properties or potential of leisure has no universally agreed upon mission/vision. The closest thing found in the literature search was a 1970 publication out of UNESCO entitled Charter of Leisure -- printed as the centerfold in the inaugural edition of our own Leisure Today.

II. Relative to CURRICULUM FORMAT. The absence of definitive information in the mission/vision realm was just the opposite for curriculum design and format. First it is critical to underscore country and hemispheric differences in educational requirements. There truly is not universally accepted structure or format. The British System prevailed in a number of our respondents -- in which there is a select number of students who gain admittance and the standards are high. This is true also of the Asian respondents [Japan, Korea, and Taiwan]. Australia while located in the Pacific Rim has a distinct English system of curriculum design and matriculation procedures.

Table #1 [Areas]; and Table #2 [Class -domains]

The findings in CURRICULUM are not definitive or representative -- merely the best of what was sent at my invitation. Several observations however are worthy of mention. Since there is no hierarchy to them, I'll merely record them in bullet form below and they raise questions or interest -- we can discuss them more fully in the questions section or during the break:

- Illustrative of the very limited entrance/admission system -- here's a quote from a Canadian program: "Our undergraduate degree programme continues to thrive. I believe our process of having applications to the programme and allowing only 40 new students a year is important to our ongoing success. We are treated the same as the professional schools of law, engineering, architecture, nursing, among others and this elevates our status. ... We turn away 30-40 students each year enhancing our credibility as a profession and an area of study. ... We determine eligibility based on previous grades (70%) and a

AREAS : International Curricula [domains, specializations, emphesis]	
1	
2	Community Tourism
3	Cultural Arts Administration
4	Entrepreneurial Emphasis
5	Environmental Studies
6	Leisure Experience
7	Management Core
8	Outdoor and Environmental Education
9	Recreation Planning & Management
1 0	Resource Management
1 1	Service Management
1 2	Sports Management
1 3	Tourism Development
1 4	Tourism, Leisure, Service Mgmt.

	CLASS DOMAINS : Sub-categories of course designations
1	
2	Administration
3	Behavior
4	Commercial
5	Communicaation
6	Computers
7	Culture
8	Economics
9	Environment
10	Evaluation
11	Facilities
12	Finance
13	Geography
14	History
15	Information
16	International
17	Internship
18	Introduction
19	Issues
20	Law
21	Leadership
22	Management
23	Marketing
24	Misc
25	Philosophy
26	Planning
27	Policy
28	Program
29	Psychology
30	Research
31	Resources
32	Sociology
33	Theory
34	Therapeutic
35	Tourism
36	Trends

SPECIFIC COURSE TITLES : From throughout N.Am.; Europe; Asia
[Alphabetically by Class Domains]

Administration	Admin. Practices in Leisure & Sport Agencies
Administration	Administration of Leisure Services I
Administration	Administration of Leisure Services II
Administration	Leisure Services Administration
Behavior	Leisure Behavior
Commercial	Commercial Recreation and Special Events
Communication	Communication Skills
Communication	Communications I
Communication	Communications II
Communication	Leadership and Group Communication
Computers	Recreation Programming Computer Lab
Computers	Tourism Computer Applications
Computers	Introduction to Computers
Cultural	Global Issues: Leisure Perspective
Culture	Leisure and Culture
Culture	Leisure in _____ Society
Culture	Leisure, Community, Family and Lifestyle
Culture	Leisure, Culture and Social Roles
Culture	Leisure, Life-Course and Aging
Culture	Sport and Politics
Culture	Studies in Travel Culture
Culture	Work and Leisure
Economics	Finance
Economics	Leisure and Social / Economic Development
Economics	Economics of Tourism: Leisure Industry
Economics	Financial Management
Environment	Environmental Studies and Leisure
Environment	Outdoor Recreation
Environment	Tourism and Environmental Resources
Evaluation	Research Methods in the Leisure Field
Evaluation	Comparative Research in Leisure
Evaluation	Data Analysis and Processing
Evaluation	Data Analysis: Multiple Analysis
Evaluation	Leisure and Tourism Research Methods
Evaluation	Research
Evaluation	Research and Evaluation
Evaluation	Statistical Analysis
Facilities	Areas and Facilities
Facilities	Hotel Management
Facilities	Planning in Urban Environments
Facilities	Restaurant Management
Facilities	Site Analysis and Development for Tourism
Facilities	Principles of Facilities Administration
Facilities	Facility Planning and Management
Facilities	Golf/Ski Course Maintenance
Facilities	Golf/Ski Facility Maintenance
Facilities	Intro. to Golf/Ski Resorts Accommodation
Facilities	Recreation Facility Design
Finance	Managing and Financing
Geography	Geography of Leisure
Geography	Geography of Tourism and Travel
History	History of Leisure, Play and Culture
Information	Management of Information Systems in Tourism
Information	Teaching: business modeling and info. systems
International	Economics of International Tourism
International	Strategies of International Business Management
Internship	Field Experience I
Internship	Field Experience II
Internship	Field Experience III
Internship	Study Tour
Introduction	Foundations of Outdoor Recreation
Introduction	Foundations of Recreation and Leisure
Introduction	Intro to Social Aspects of Leisure and Sport
Introduction	Introduction to Leisure
Introduction	Introduction to Recreation and Leisure
Introduction	Leisure in Society
Issues	Contemporary Issues in Recreation I
Issues	Contemporary Issues in Recreation II
Issues	Current Problems in Tourism
Issues	Issues and Trends - Leisure
Issues	Issues of Travel Operation & Management
Issues	Recreation Concepts
Issues	Senior Seminar
Issues	Supporting Studies [link class]
Law	Legal Liability
Law	Laws Related to Tourism Development
Leadership	Leadership
Leadership	Leadership Methods for Recreation
Leadership	Recreation Leadership
Management	Conflict Management in Tourism
Management	Human Relations in Recreation
Management	Human Resources Management
Management	Human Resources of Hospitality Industry
Management	Induction: decision making
Management	Induction: effective human resource mgmt
Management	Induction: product enhancement
Management	Induction: self management
Management	Induction: service quality
Management	Induction: team work skills
Management	Management I
Management	Management II
Management	Organizational Theory
Management	Personnel Administration
Management	Recreation Administration
Management	Teaching: management processes
Management	Teaching: managing consumer services
Management	Teaching: managing leisure operations
Management	Sport Management
Marketing	Golf/Ski Marketing and Customer Service
Marketing	Marketing
Marketing	Marketing for Recreation
Marketing	Marketing for Tourism and Recreation
Marketing	Seminar in Tourism Marketing
Marketing	Teaching: tourism marketing and management
Marketing	Tourism Marketing
Misc.	Certification (CPR & First Aide)
Misc.	Comparative Studies in Leisure and Sport
Misc.	Recreation and Health
Misc.	Mass Media: usage and developments
Philosophy	Concepts of Leisure
Philosophy	History/Philosophy of Recreation
Philosophy	Philosophy and Culture
Philosophy	Philosophy and Principles
Planning	Community Development
Planning	Community Development and Planning
Planning	Program Planning and Implementation
Planning	Strategic Planning
Policy	Leisure (et al) Policy and Management
Program	Canadian Recreation Delivery Systems
Program	Creativity and the Arts; Arts Participation
Program	Games, Contests and Relays
Program	Golf/Ski Special Events Programming
Program	Human Activity and the Physical Environment
Program	Leisure and Active Living
Program	Leisure and Community Organization
Program	Leisure at Home/In Neighborhood
Program	Leisure, Family and Children
Program	Leisure, Youth and Unemployment
Program	Program Planning for Recreation
Program	Program Planning for Recreation
Program	Program Planning II [Special Populations]
Program	Programming
Program	Programming Planning I
Program	Recreation and Outdoor Environments
Program	Special Recreation Programmes
Program	Sports; Policy and Participation
Program	Youth and Socialization/Education
Psychology	Intro. Psychology
Psychology	Psychology of Leisure (serious leisure)
Research	Methods of Research
Resource	Foundations of Outdoor Recreation
Resources	Community Recreation Resources
Resources	Leisure Resources / Economic Perspective
Resources	Leisure Resources Management
Resources	Outdoor Recreation
Resources	Urban Recreation Planning
Sociology	Intro. Sociology
Sociology	Leisure and Social Time
Sociology	Sociology of Leisure
Theory	Theory & Policy in Leisure Business
Therapeutic	Therapeutic Recreation
Tourism	Advanced English for Tourism
Tourism	Adventure Tourism
Tourism	Japanese Conversation for Tourism
Tourism	Tourism: an industry perspective
Tourism	Tourism: Facts and Trends
Tourism	Dynamics of Tourism Development
Trends	Patterns of Leisure Time Use

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combination of an interview [which is conducted by a faculty member and professional from the community based on a standard set of questions], three references, and a one page statement expressing the reasons the student has for entering the field of Recreation/Leisure. The latter set of three comprises 30% of the criteria. Our average entering GPA for the past three years +3.00.

- Many curricula are hampered because excellent courses are offered across campus in other disciplines, yet excluded from our students. Innovative curricular development is exemplified by the following quote:
"... we have participated with degree programs in nursing, physical education, social work, family studies, and interior design to develop a **new undergraduate minor in aging**. Students take two core courses in the minor [soc. aspects of aging and health/physical aspects of aging' and then select four (4) other courses in aging offered by any of the cooperating units. The advantage is that this allows our students access to courses that would otherwise be restricted to those students in a particular degree program. ... "

- The WICE program -- an international university program -- which has as it's purpose ".. to raise the level of awareness, understanding and knowledge of leisure and related issues, through the provision of advanced courses/study in these areas..." There faculty are invited '..world renowned experts ..' and the courses are divided into two different types of structure: (1) WICE Certificate Courses which are 20 months long, and (2) Thematic Courses -- these are almost like special conferences or workshops of 1 day to 6 weeks in duration. All courses are on the Leeuwarden, The Netherlands campus. Students are selected from throughout the world. In fact for the Certificate Course, there are stringent guidelines; only 30 students per course; 5 maximum from each region [Oceania/Asia, Africa, E. Europe, L. America, N. America, and W. Europe] with only 1 or 2 students allowed per country. The Thematic Course admissions range from totally open to rather restricted depending on subject, format and target group.

You can see that this innovative educational institution -- co-sponsored by WLRA and the Higher Education Administration in Northern The Netherlands -- Christelijke Hogeschool Noord-Nederland [CHN North Netherlands]. This truly is the most exciting thing to happen to international leisure/recreation education ever. It was initiated in the Fall, 1992.

Note: I have printed materials on the following for WICE:

- WICE in a nutshell...
- WICE Booklet: Statement of Purpose; Program Structure; Scope of Courses; Course of Study; Contents; WICE faculty; Accommodations/Housing; Certification; Admissions Criteria/Procedures; Fees & Costs
- WICE Student Application Form

Dr. Jack Kelly [U. of Illinois] and Dr. Arnold Grossman [New York University] are the USA Country Representatives. Contact me or these two professors for materials.

III. COURSES: There seem to be as many courses as there are dreams or perceptions of what our discipline entails and what is needed for success in the targeted professional areas of concentration. This review was not meant to be representative of the world's curriculum. What is listed below is a compilation of the many different course titles from these very broad and diverse curricula. It is presented to stimulate more than educate -- since there is no way of abstracting courses from a non-representative sample and making any sense from them. Remember these are not in any order and certainly do not reflect popular offerings, rather a listing showing diversity. Insert Table #3 [Specific Classes] HERE.

IV. International Directory: Academic Institutions in Leisure, Recreation & Related Fields.

Editor: Dr. Max D'Amours
Publisher: University of Quebec -- Three Rivers
Copyright: © 1991; pages 575
Sponsored: World Leisure and Recreation Association
Indexes: Of over 800 Institutions by name;
over 600 specific names of contacts.
Sections: Listings of 6 Geographical Areas: [# of Countries in (xx)
[Africa (4+), Asia (4), Latin America (11+), Europe (20),
North America (2), Oceania (3)]

Specific Objectives:
1) To collect and disseminate available data on leisure education institutions.
2) To provide factual information to inquiring countries which are planning to develop college or university programs in this domain.
3) To establish a network of information which can be used by the different countries.
4) To describe, in summary form, the state of leisure education in various countries.
5) To provide the WLRA Commission on Education with information that could lead to analytical and comparative studies in the future.

AFRICA: A brief but notable overview of leisure and the forces in which it is placed. Illustration of English Speaking educational programs [with French influence] **Cameroon** [gained independence from England/France - 1960] educational system as an illustration:

ASIA: **China** as an illustration of this vast area.
Select quotes: taken from Professor Ho Zi-Quiang,
Prof. of Geography, Chair Tourism Dept. -- Nankai University; Tianjin PRC

Research on leisure and recreation has just been started in China...
Institutes of physical culture have turned out performers and leaders ...
Sociology, Geography and tourism are pockets of study within PRC...
[China] has come to the conclusion that personnel training is the key to enabling it to be more competitive, and that the problem in tourism is actually one of training qualified personnel...

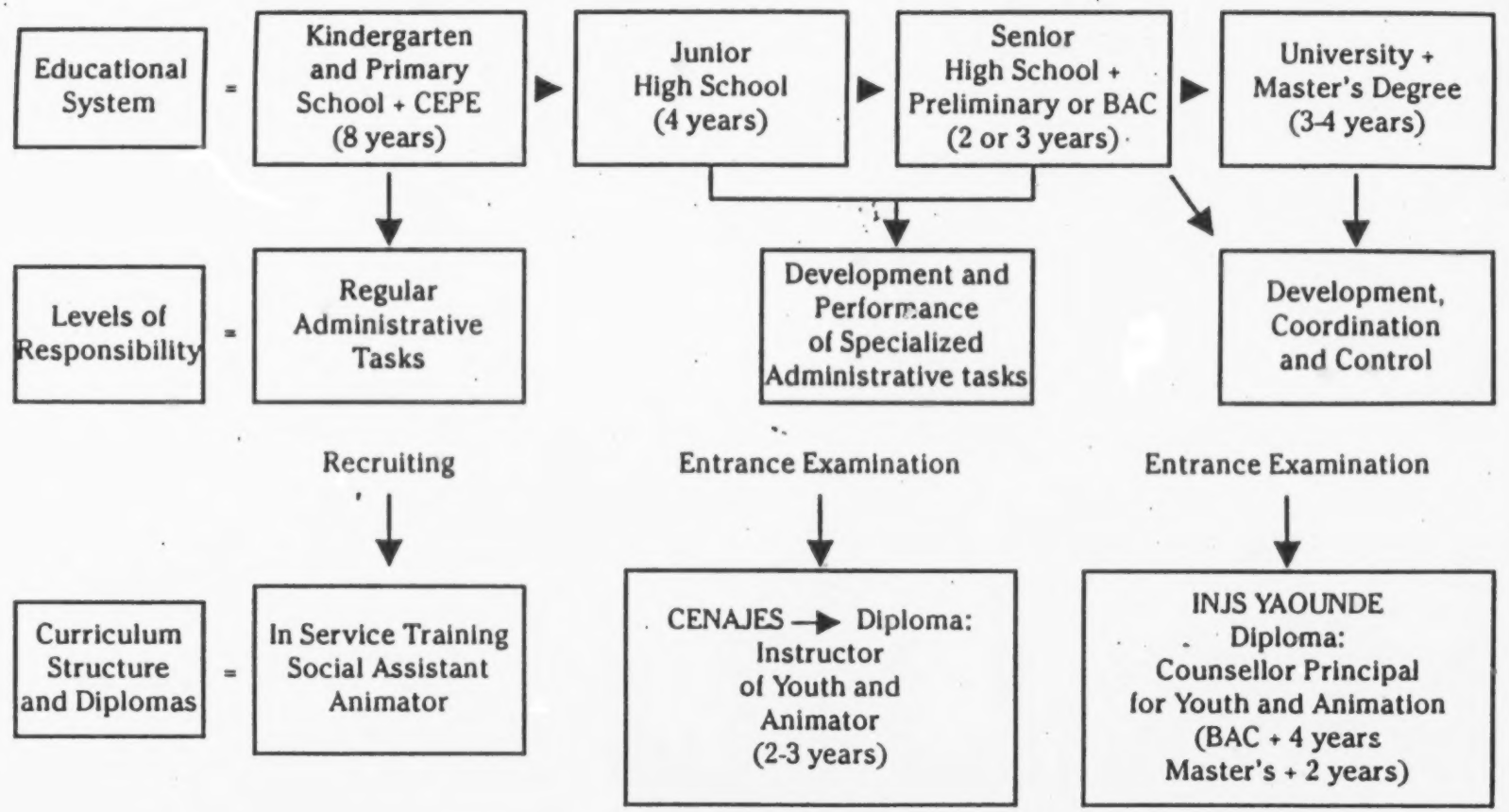
24 universities and colleges have established departments of tourism and there have been four tourist colleges established since 1978 [the opening of China]

Secondary schools train personnel at the intermediate level. There currently are 8 such schools with enrollment of over 2,200 students.

Vocational schools of tourism aim at basic level education; with over 197 such schools and over 23,358 students.

The country [People's Republic of China] has sent a large number of students who have excelled -- to receive training in the following countries:
United States; Britain; Japan; Germany; Hong Kong and Macao.

Education System of Cameroon -- Africa


Educational System
=
Kindergarten and Primary School + CEPE (8 years)
Junior High School (4 years)
Senior High School + Preliminary or BAC (2 or 3 years)
University + Master's Degree (3-4 years)
Levels of Responsibility
=
Regular Administrative Tasks
Development and Performance of Specialized Administrative tasks
Development, Coordination and Control
Recruiting
Entrance Examination
Entrance Examination
Curriculum Structure and Diplomas
=
In Service Training Social Assistant Animator
CENAJES → Diploma: Instructor of Youth and Animator (2-3 years)
INJS YAOUNDE Diploma: Counsellor Principal for Youth and Animation (BAC + 4 years Master's + 2 years)

Israel as yet another -- and markedly different -- country as an illustration:

Leisure and recreation education for the preparation of professional leadership at the undergraduate and graduate level exists in both university and college systems.

The main institution offering leisure education is the Zinman College of Physical Education at Wingate Institute, Netanya, Israel. Within this program are: Teaching certificate -- with some emphasis on leisure/recreation;
Bachelor's degree -- with a full specialization in leisure/recreation in:
administration of community recreation; outdoor; aquatics.

Additional recreation education takes places at the following locations:
4 Teachers' colleges of physical education;
2 Academies of music and dance;
An arts and craft school -- granting certificates to teachers;
A school of Sports for coaches at the Wingate Institute
A school for recreation, social and cultural leaders, in Haila.

Japan as an illustration:

The **Organization of the School System -- In Japan** is shown here.
It was instituted under the New School Education Law [1947]
In is -- the 6-3-3-4 system was adopted in which in which 9 years of elementary and 3 years of junior high school was made compulsory.
In 1962 the Technical college system was established -- to train technicians
At this time -- 2 or 3 year junior colleges were established.

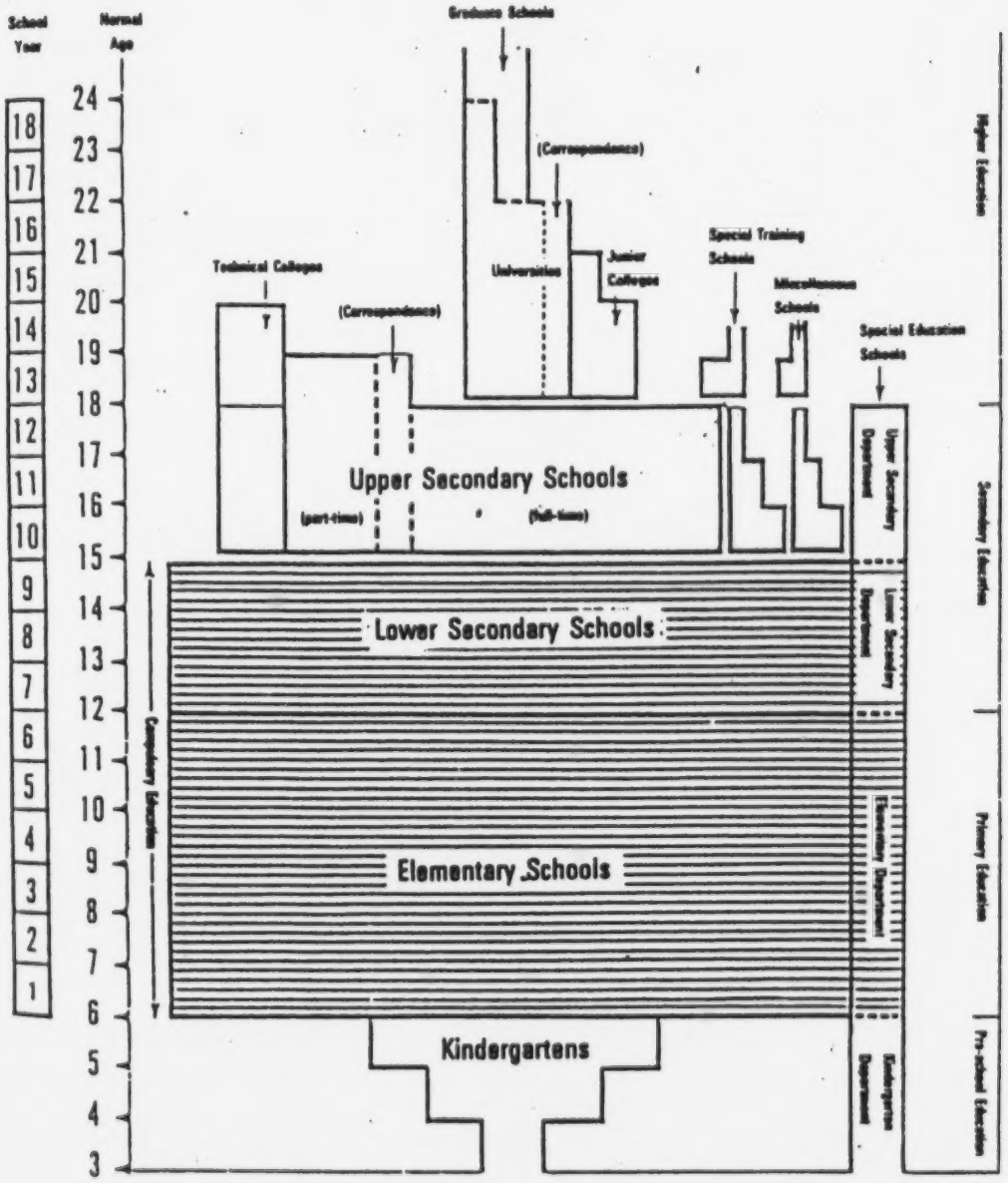
Japan currently has 95 national universities	95
Regional governments have established 34 colleges and universities.	34
There are 331 other private colleges and universities.	331
	460

The Japanese Society of Leisure and Recreation was created in 1971.
There are two main streams of professional preparation:
1) From Departments of Physical Education and Adult Education
'... for the purpose of training recreation leaders who are going to work for public or private organizations and facilities..."
hence the term physical recreation is often cited...
2) From Park Planning and Landscape Architecture Depts. for parks.
There is an Institute of Leisure and Recreation [established in 1988], attached to the National Recreation Assn. of Japan [NRAJ].
NRAJ has an accrediting committee -- currently 94 schools are accredited.

A notable institution is the National Institute of Fitness & Sports in Kanoya. Established in 1983 to help meet the demands for health, fitness, sports and recreation in the community, industry, and outdoor education/recreation centers.
Comment: with several national bodies/associations in place; a highly planned educational system and accreditation implemented, it seems that the future for this country is bright.

Education System of Japan

ORGANIZATION OF THE SCHOOL SYSTEM



Latin America

Major growth and support of formal recreation education has been experienced in both Central and South America.

Currently programs of instruction are included in the following countries: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dutch Antilles, Mexico, Peru, Puerto Rico, Uruguay and Venezuela.

Masters degree level instruction is also found in: Brasil, Puerto Rico and Venezuela. Students generally migrate to the United States for advanced degrees but also have enrolled in recreation/leisure course work in France, Germany and Canada.

Notable contacts and innovative programs in this region include:

Dr. Nelson Melendez, Prof.
Bachelor's Degree in Education with emphasis in:
Administration, leadership and group work, planning, program development, sports management, outdoor recreation, therapeutic recreation, dance/arts & crafts.

Dr. Antonio Carlos Bramante
Recreation and Leisure Studies Curriculum
Cidade Universitaria Zeferino Vaz, Campinas
Sao Paulo, Brazil, 13081

Bachelor's Degree in Physical Education, with area of concentration on:
Sociology of leisure, leadership, special populations, professionalism, research methods, space and equipment, special topics in leisure.

Dr. Carlos Vera Guardia
Congreso Panamericano de Educacion Fisica
Apartado 10079
Maracaibo, Estado Zulia, Venezuela

At a higher education level the Pan American Institute for Physical Education in Maracaibo offers an International Master's Degree Program in Recreation and Sport for All, with students from seven Latin American and Caribbean countries.

Europe

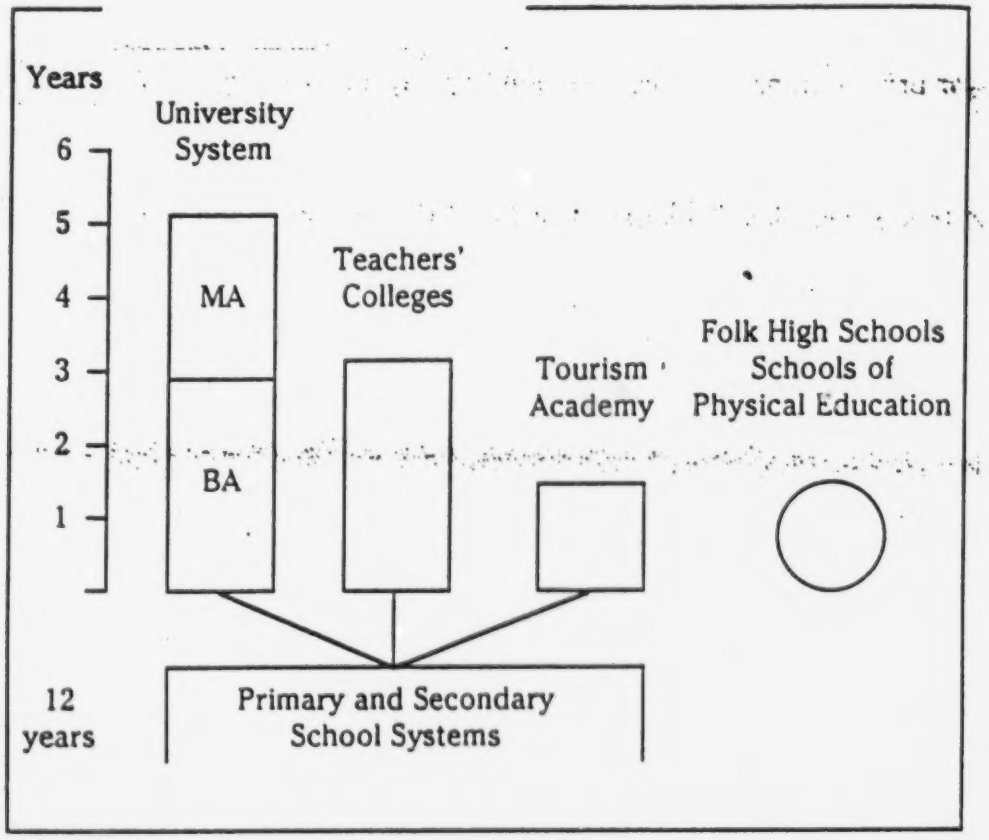
Austria has a typical European educational structure -- show illustration.

France has two large -- distinct areas:

1) Tourism, and
2) Sociocultural and Sports Leadership ["Animation"]

Considerable change in the training formats of these two areas is reported which means that the outside professionals are demanding and the the institutions of higher education are complying by changing.

Denmark Educational System



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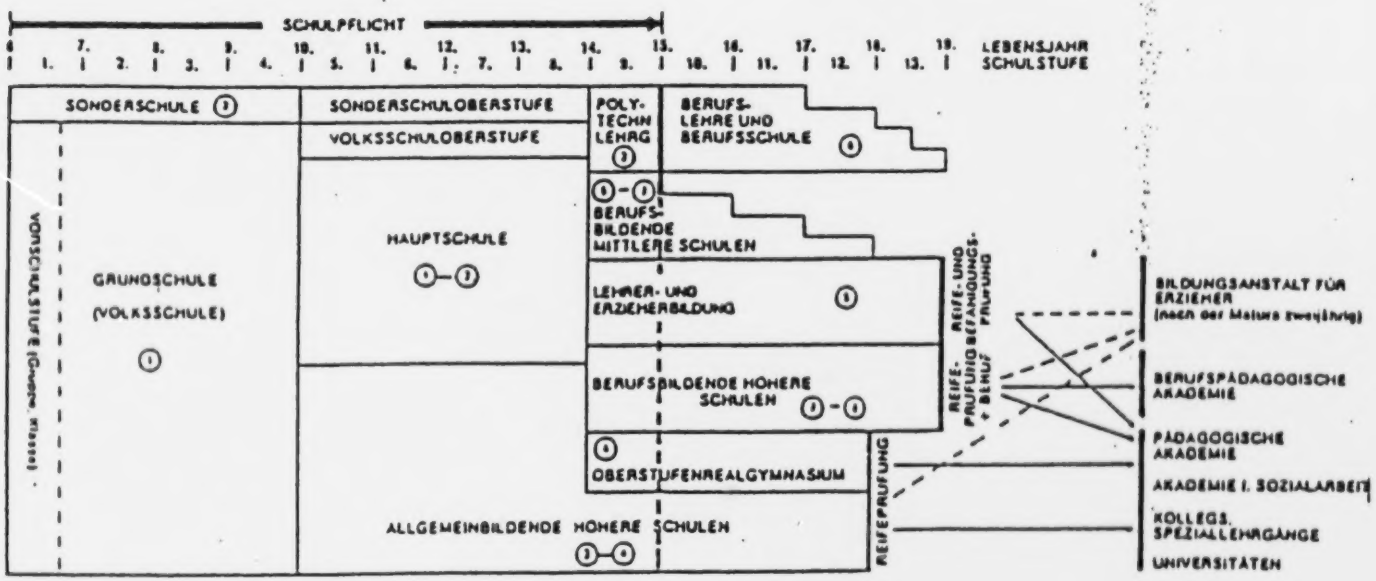
Austria Educational System

GRAPHISCHER ÜBERBLICK ÜBER DIE ÖSTERREICHISCHE SCHULORGANISATION :



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France -- cont.

Leisure Training is offered by institutions ruled by the
Ministry of National Education
This includes *'lycees'*, universities, institutes of technology and other institutes.

Professional Training is under the responsibility of the
Secretary of State in charge of Youth and Sports.

Both of the above are supported by the state -- and this includes public and private associations that offer 'state diplomas.'

Bachelor's Degrees offered include:

BTS -- Post-Secondary Technician's Certificate in Tourism and Leisure

- A 2-year program--from upper level of *lycees* (14)or private institutions (55).
  There are two options offered:
  1) Reception - "Animation" , and
  2) Development - Marketing.

DUT - University Technological Degree (6 Tech. Univ. Institutions offer this)

- A 2-year program after the Baccalaureate.
  The specialization in "Social Careers" consists of three major options:
  1) Sociocultural leadership,
  2) Social work, and
  3) Specialized education.
- This program is a combination of lectures (30 weeks of classes) and on-site practicum experience over the two years. 20% of the schedule can be organized according to local needs, and students and teachers' interests.

Master's Degrees

At the conclusion of ones Bachelor's Degree, a student holding a DEUG [University Degree in General Studies] may continue at the Master's level. The following programs are available in our field:

1) License and a Master's Degree in **Tourism**
2) License and a Master's Degree in **Hotel & Catering** Management
3) Master's Degree [STAPS] in
   Leadership and Recreation and **Leisure Management**
4) License and a Master's Degree in **Music and Leadership**
5) License and a Master's Degree in **Planning.**

Doctoral Degrees

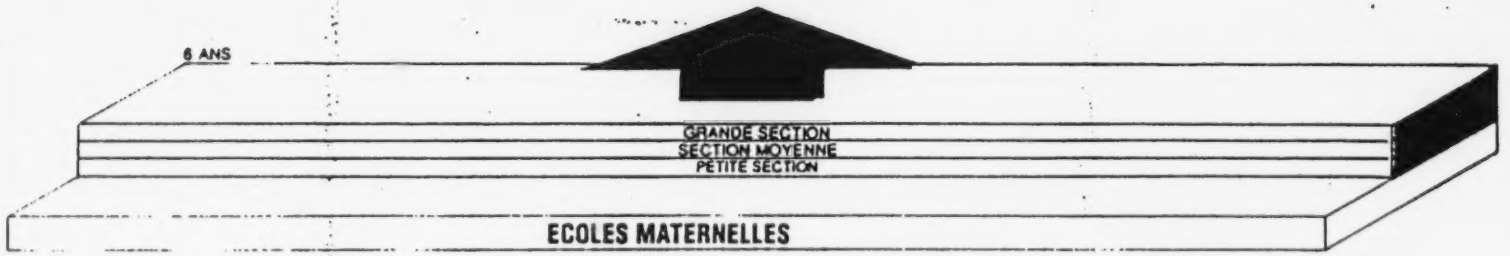
There are a number of options. Two cited are:

1) DEA -- where it centers on economic analysis of institutions and Tourism and Recreation are possible areas of specialization.
2) DESS -- where the emphasis is on such areas as:
   Tourism, tourism law, management and cultural projects, development of tourist and hotel industries, games sciences, European tourism, and international tourism.

Note the model cited in the International Directory.

France Educational System

ENSEIGNEMENT PRÉ-ÉLÉMENTAIRE



Diplômes

BAC PRO	BACCALAUREAT PROFESSIONNEL *
BEP	BREVET D'ETUDES PROFESSIONNELLES
BT	BREVET DE TECHNICIEN
BTn	BACCALAUREAT TECHNOLOGIQUE
BTS	BREVET DE TECHNICIEN SUPERIEUR
CAP	CERTIFICAT D'APTITUDE PROFESSIONNELLE
DEA	DIPLOME D'ETUDES APPROFONDIES
DEFA	DIPLOME D'ETUDES FONDAMENTALES EN ARCHITECTURE
DES	DIPLOME D'ETUDES SPECIALISEES (PHARMACIE)
DESS	DIPLOME D'ETUDES SUPERIEURES SPECIALISEES
DEUG	DIPLOME D'ETUDES UNIVERSITAIRES GENERALES
DEUST	DIPLOME D'ETUDES UNIVERSITAIRES SCIENTIFIQUES ET TECHNIQUES
DU	DIPLOME D'UNIVERSITE
DUT	DIPLOME UNIVERSITAIRE DE TECHNOLOGIE
MIAGE	MAITRISE DE METHODES INFORMATIQUES APPLIQUEES A LA GESTION
MSG	MAITRISE DE SCIENCES DE GESTION
MST	MAITRISE DE SCIENCES ET TECHNIQUES

*Ces diplômes peuvent être aussi preparés par la voie de l'apprentissage.

Sections

CPA	CLASSE PREPARATOIRE A L'APPRENTISSAGE
CPGE	CLASSES PREPARATOIRES AUX GRANDES ECOLES
CPPN	CLASSE PREPROFESSIONNELLE DE NIVEAU
PCEM	PREMIER CYCLE DES ETUDES MEDICALES
STS	SECTION DE TECHNICIENS SUPERIEURS
UFR	UNITE DE FORMATION ET DE RECHERCHE

Etablissements

CFA	CENTRE DE FORMATION D'APPRENTIS
IUT	INSTITUT UNIVERSITAIRE DE TECHNOLOGIE
LP	LYCEE PROFESSIONNEL

Passages

Les itinéraires de formation présentés ici donnent les grands schémas d'études. Les flèches rouges indiquent les passages d'une formation à une autre. D'autres passages sont parfois possibles à différents niveaux, entre différentes voies. Se renseigner auprès des établissements ou dans les centres d'information et d'orientation (CIO).

Concours ou examens

ONISEP Office National d'Information sur les Enseignements et les Professions
Ministère de l'Education Nationale de la Jeunesse et des Sports

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MAX D'AMOURS, EDITOR
DEPARTEMENT DES SCIENCES DU LOISIR
UNIVERSITÉ DU QUÉBEC À TROIS-RIVIÈRES

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